

# **THE INFLUENCE OF LEARNING LISTENING THROUGH BRIEF VIDEOS IN SOCIAL MEDIA AT THE FOURTH SEMESTER STUDENTS OF ENGLISH LANGUAGE EDUCATION, PURWOREJO MUHAMMADIYAH UNIVERSITY IN THE ACADEMIC YEAR OF 2021/2022**

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## **Abstract**

The objective of this research is discover whether learning through brief videos on social media gives positive and significant influence toward Students listening ability of the fourth Semester Students of English Language Education in Purworejo Muhammadiyah University in the academic year of 2021/2022. The researcher took 47 students as the population and also as its sample. To get the data, the researcher used questionnaires to gain information about the influence of learning by listening to brief videos in social media of fourth semester students of English Language Education. Based on the computation by SPSS 16.00, most of the students' listening skills are at the basic level. Only a small number of students have listening skills at the intermediate and advanced levels. The results of the Paired T Test show a significance number of 0.000 (below 0.05) which indicates that short videos from social media can influence students' listening skills positively and significantly.

Key words: Brief videos, influence, listening skill, social media

## **1 INTRODUCTION**

In this growing era, the need to master English has become notable for people globally [1]. The first reason is that English is the language of global communication. International languages, especially English, are essential to adapt and keep up with increasingly advanced global developments. As everyone knows, English dominates all aspects of communication between nations. It is undeniable that English is indispensable at this time because English has been recognized and agreed upon internationally as the official language used universally in the world of technology, education, economy, culture, and others.

English in Indonesia has been a common thing since junior high school as one of the compulsory subjects in middle and high school. It is taught as an integrated subject to develop students' language competence. In addition, learning English is taught to overcome difficulties in communicating, especially with people who have English as their first language [2].

To speak English well, they need to learn several sub-skills. English language skills include four language skills, namely listening, reading, writing, and speaking. The four language skills above must be assisted with language forms [3]. The forms of language contain four aspects: phonology, vocabulary, grammar, and sentence sequences.

Therefore, if students do not realize the importance of learning English and do not pay close attention, it will affect the learning process. Students will have difficulty understanding and even no progress. Lecturers play a role in supporting and helping students practice English in class.

Therefore, various media to support the teaching and learning process of speaking are significant [4]. Teachers need to find effective and innovative ways to motivate students to speak. The cognitive advantages of using technology in learning are improving the quality of teacher teaching, making the learning delivery process more efficient, explaining the learning concepts more clearly, and increasing

interaction between students [5]. In addition, technology in learning can make learning more compulsive and increase students interest.

Therefore, the researcher chose the title *The Influence of Learning Listening through Brief Videos in Social Media at the Fourth Semester of Students in English Education Program, Muhammadiyah Purworejo University of Academic Year 2020/2021*, because people believed that the use of short videos in social media would make a positive contribution to their listening skills.

## 2 METHOD

Research is a process done systematically and logically to get the solution of the problems or the answer from the specific question [43]. Experimental research design is to enable researcher to estimate the effect of an experimental treatment [44]. Preliminary research can be done in the laboratory, in the class and in the field.

There are many kinds of experimental research design that is Classical experimental design, Pre experimental design and Quasi experimental and special design [45]. Conjectural research is unique in two very important respects. It is the only type of research that directly attempts to influence a particular variable, and when properly applied, it is one or more dependent variables.

This study uses pre-experimental design in the form of one-group Pretest-Posttest design using quantitative approach. In Pre-test and Post-test group the observation do two times, before giving treatment called Pre-test and after giving treatment called Post-test.

The procedures of experimental research that use one group Pretest-Posttest design:

1. Administering a Pre-test to measure achievement of student's listening ability
2. Applying the treatment in learning listening through brief videos in social media
3. Administering a Post-test to measure achievement of student's listening ability

In this study, the researcher uses experimental research with a quantitative approach. The researcher wants to know the effectiveness of learning listening through brief videos on social media to improve students' listening skills. The impact provides a specific treatment. The advantage will be know the significant differences between the students who learn listening through brief videos on social media

## 3 FINDINGS

The researcher used purposive or judgment sampling by choosing two classes with similar characteristics and specific criteria dealing with competency in learning and the number of students. This technique has the advantage of being time and cost-effective to perform while resulting in a range of responses.

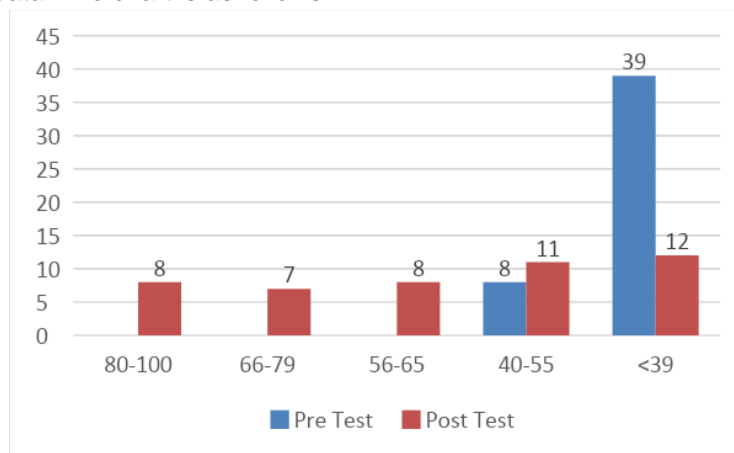
Therefore, the criteria of assessment of students' English listening achievement are shown in the following table:

**Table 4. 1. Degree mastery of the students' English learning achievement Post Test**

Value	Grade	Criteria	English listening ability	Percentage
80-100	A	Excellent	8	17%
66-79	B	Good	7	15%
56-65	C	Sufficient	8	17%
40-55	D	Fairly Sufficient	11	23%
<39	E	Low	12	26%

From the data above, the researcher concludes that there are 8 students (17%) belong to excellent, 7 students (15%) belong to good, 8 students (17%) belong to sufficient, 11 students (23%) belong to fairly sufficient, and 12 students (26%) belong to low.

The manual computation has same result with the computer computation using SPSS ver. 16. Then, to make vivid information on the data that the researcher got, she also makes a chart showing the comparison of the data. The chart is as follows:



**Figure 4. 1.** Chart of the result

## 4 DISCUSSION

### 1. Students listening ability

The results showed that students' listening skills were still low. It indicates that the average score of students listening is 25.53 out of 100. Data from the questionnaire also shows that most of students only have basic listening skills. Only a few students feel they have intermediate and advanced listening skills. A student with low listening skills may struggle to understand spoken language, especially when it involves complex vocabulary, idiomatic expressions, or rapid speech.

An advanced listening skill student has a strong ability to understand spoken language comprehensively, even when it involves complex vocabulary, accents, or dialects. They are proficient at taking notes during lectures or presentations, capturing key points, details, and supporting examples. These students possess an extensive vocabulary, enabling them to infer the meanings of unfamiliar words from the context in which they are used. Advanced listeners can retain and recall information from spoken content over longer periods, which aids in learning and application. They actively engage in conversations and discussions, asking questions, providing thoughtful responses, and contributing meaningfully to the dialogue.

Factors that influence listening comprehension have been explored for first and second language listening. In second language research alone, many studies have been conducted over the last two decades to determine the effects of specific factors on the relative success or failure of learner comprehension during listening.

The students recognized words in the text and had apparently understood what they heard, but they soon forgot the contents. A possible cause is the limited capacity of the students' short-term memory. The three phases of language comprehension do not always occur in distinct stages, but can be recursive and overlapping.

Many students, such as remarked that they had to learn to speed up their reaction to the words they heard. A possible reason for this slow recognition is that the students could not match the sounds they heard with any script in their long-term memory. It is likely that for some of them, sound-to-script relationships have not been fully automatized.

### 2. Influences of brief videos on social media on Students listening ability

The results showed an expansion in listening ability of students after learning to listen using short videos from social media. The average listening ability of students before learning to listen through

brief videos on social media is lower than after learning to listen through brief videos on social media. It shows that learning listening through brief videos on social media is able to increase the average listening ability of students. The results in the paired t-test in Table 11 show that the significance value is 0.000 or less than 0.05. It means that  $H_0$  is rejected and  $H_a$  is accepted. There is a significant influence of learning listening through brief videos.

A significant influence of learning listening through brief videos on social media is caused by brief videos from social media platforms in language learning is the accessibility and engagement they offer. Students in the digital age are highly familiar with social media platforms, making it easier for them to access and engage with learning materials presented in this format.

Brief videos on social media often contain authentic, real-life language use. They expose learners to diverse accents, colloquial expressions, and conversational styles that reflect how English is spoken in everyday situations. This authenticity enhances students' ability to comprehend and communicate effectively in real-world contexts. Videos combine both visual and auditory elements, making them a powerful medium for language learning. Visual cues such as facial expressions, gestures, and body language can aid in understanding spoken language, contributing to improved listening comprehension.

Social media platforms host a wide range of content, allowing instructors to choose materials that align with specific learning objectives. From news clips and interviews to short documentaries and vlogs, educators can select content that suits the interests and language proficiency levels of their students. Brief videos on social media are inherently engaging. They captivate students' attention, motivating them to actively participate in listening activities.

## 5 CONCLUSION

From the results of the research above, it can be concluded that the results of the Paired T-Test show that the significance number of 0.000 (below 0.05) indicates that short videos from social media can improve students' listening skills.

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